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ABSTRACT

Described and evaluated are four alternative tutoring models for delivering supportive educational services to elementary grade learning disabled children in regular classes. Discussed are problems of individual programing and models such as the "Cascade of Services" to provide for differing educational needs. It is explained that the alternative models have all been used at a St. Paul, Minnesota elementary school within the context of a total school resource program which is outlined. Described are the following models: one-to-one tutoring model, rotating learning stations model (with a teacher-student ratio of 3-1), the open skills scheduling model (in which children rotate through individually assigned independent tasks or reading with teacher), and the high intensity learning system model (which involves correlating instructional needs with reading behaviors in a commercially published package). It is reported that in a 2-year study comparing the effectiveness of learning disabled high school tutors with adult tutors no significant differences were found; that in a study comparing the tutoring model with the rotated learning stations model no significant differences were found; and that a third study to determine the effectiveness of the entire resource program showed greater than expected gains in reading, spelling, and mathematics. (DB)

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The School Resource Program: Alternative Tutoring Models for Delivering Supportive Services to L.D. Children in Mainstream Ed

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Carole K. Post

The following statement has become a verbal cliche in education: "Children are different." We know and say that every child is different from every other child in a myriad of ways. We seem to find it easy to accept the fact that some children will grow tall, while others will be short; we have no difficulty with the reality of some children having blond hair and some brown; we can readily acknowledge that some children will have a higher pitched voice than others. We can accept these physical differences without placing value judgments upon them, without labelling the blue-eyed children as high achievers and the brown-eyed children as failures. But these are obvious, visually apparent, physical differences. Unfortunately, there are many other areas, in which children differ, that are more subtle, less concretely identifiable, yet as much a part of the child as fingerprints. Areas such as developmental time tables, response styles, levels of activity, values, tastes and preferences, perceptual variations, and academic strengths and/or weaknesses, appear to cause much havoc in education.

For some reason, even though we <u>say</u> that all children are different, what we do is try to make them all the same. It's as though we say, "If we can't see the difference, then it shouldn't exist." Therefore, we begin remediation programs for those children with apparent learning disabilities, we try to speed up cognitive developmental patterns, and we devote much time and energy to slowing down children who are "hyperactive", while attempting to speed up those with slower, reflective styles; all in order to approximate a "normal" pattern. That seems a lot of work and frustration just to "force" "deviant" children to conform to a norm that

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doesn't even exist to begin with. If we can comfortably accept the more obvious physical differences, why do we get so uncomfortable when children learn at different rates? And we do! How else can graded textbooks, or the measurement of the quality of a child's or program's performance in terms of normative grade level tests, or placing all nine year olds into grade three, be justified?

But if we relax a little and agree that, yes, perhaps all second graders should not be expected to be able to master the prescribed second grade reading vocabulary by June 2nd, and that being different is the norm, then we are faced with the responsibility and attendent problems of developing realistic programs which can be operated within our limitations of time, personnel, and money. We need to develop interest-holding, self-image building programs to begin where the children are, rather than where we would like them to be. We must take children where they are able to go, rather than where we want them to go. Unless we develop programs which can do this, the children and the schools will continue to fail.

In an attempt to come to grips with this problem of individually sensitive programming, we have refined diagnostic procedures, over a period of many years, to the point where one can feel fairly confident about initial directions to take concerning what to teach to whom. Diagnostic procedures used may run the gamut from psycholinguistics, to perceptual-motorics, to criterion and norm referenced skill tests, to psychological assessment, to opinion inventories, and/or behavioral checklists, etc. After the diagnostic process is completed, one can choose from many excellent materials and sequences which have been developed and proven useful and which match the needs shown through the diagnostic process.

However, once we think we know what the child needs to learn and which methods and materials would be best to use, then what teaching structure and environment will best facilitate the child's acquisition of those skills? Which will be the most appropriate model to fit the individual needs of a particular child, group of children, and teacher?

Within our compulsory educational system, we have the awesome responsibility of enabling each child to make the most of himself, even if that does not fit into a pre-planned schema of what we think he should be achieving. We cannot simply teach a curriculum, we must teach the child. A quote from Reading Newsreport, Vol. VI, No. 3, dramatizes the results of our failure to do so: "If one airplane in every four crashed between takeoff and landing, people would refuse to fly. If one automobile in every four went out of control and caused a fatal accident or permanent injury, Detroit would be closed down tomorrow. Our schools - which produce a more important product than airplanes and automobiles - somehow fail one youngster in four. And so far, we have not succeeded in preventing the social and economic fatalities every school dropout represents."

Considering that one of the most consistent attributes of children may be their inconsistency, meeting their educational needs necessitates an eclectic grab bag of philosophy, theory, technique, method and instructional model, along with sensitive and creative teaching. To expect, however, that one "human" classroom teacher can meet all the individual educational needs of each of the twenty-five to thirty children entrusted to him/her for the year is an absurdity. How then can we best get the necessary support to the key classroom teachers?

The school resource program may be one way of helping teachers to help children. If we agree that we have in our schools all kinds of kids

who learn in all kinds of different ways, we must then develop and offer alternative educational delivery systems to meet their specialized needs. That is certainly not a revolutionary idea. Neither are the specific models to be presented in this paper revolutionary, or even necessarily new and unique. It is useful, however, in attempting to most efficiently, effectively and humanely tailor programs for different children to become aware of the characteristics of many different models, in order to offer a child the one within which he or she may be able to function most successfully. That means having the option of fitting the delivery model to the child, rather than either changing the child's unique learning patterns to force conformity or else labelling him a failure and turning him out as "uncured."

In Minnesota, the following "Cascade of Services" model, developed by Evelyn Deno (1970), has been adopted as an overall operational guide for delivery of special educational services to exceptional children.

- Insert Figure 1 About Here -

You will note that the emphasis is upon returning and maintaining exceptional children in regular classes (levels 1 and 2) whenever feasible. It is at these levels that the resource program must provide the supportive services needed for the child to experience success. The type of support offered, however, is dependent upon the specific needs of that child. The following model illustrates a selective, differential intervention model for supportive delivery of service:

- Insert Figure 2 About Here -

Level 1 consists of offering resource aid to the classroom teacher in terms of observation, diagnosis, team planning, suggestions for individualized programming and supplying needed equipment and materials. Levels 2, 3, and 4 represent the areas in which a variety of supportive tutoring models or structures may be employed, depending on the child's needs. It is this level of intervention which the rest of this presentation will address.

What is unique about the delivery models to follow, which fit into these 3 levels of supportive services, is that they were all offered concurrently within one school, with one supervising teacher, with the same people involved in implementing each, and with exactly the same budget allotted to the more conventional uni-dimensional tutoring programs in other St. Paul target area schools.

Since individualized, professional instruction is too costly to meet the overwhelming needs that exist in our schools, we have experimented with alternative models of structuring tutorial programs in St. Paul's number one target area public school. Qualifying as the #1 target area school means it has the highest percentage of poverty-level income families within the city limits. We have found the children referred to our programs to function well within such diverse structures as a daily open choice skills schedule, or a highly structured behavior management group, or small group instruction within the regular class or rotating group learning stations. In addition to employing different structural models, we have also varied the "teacher" model by training community aides, the elderly, college students, neighborhood high school students, and even older children from within the school, to tutor.

Specific studies have been conducted at Franklin school to insure that the varied models employed are, in fact, educationally sound alternatives. These results will be stated in detail after the small group models are presented.

Figure Captions

Figure 1 - The Cascade System of Special Education Service

Figure 2 - Differential Intervention Model for Supportive Delivery of Service

FIGURE 1.

THE CASCADE SYSTEM OF SPECIAL EDUCATION SERVICE

(Dunn, 1970;)

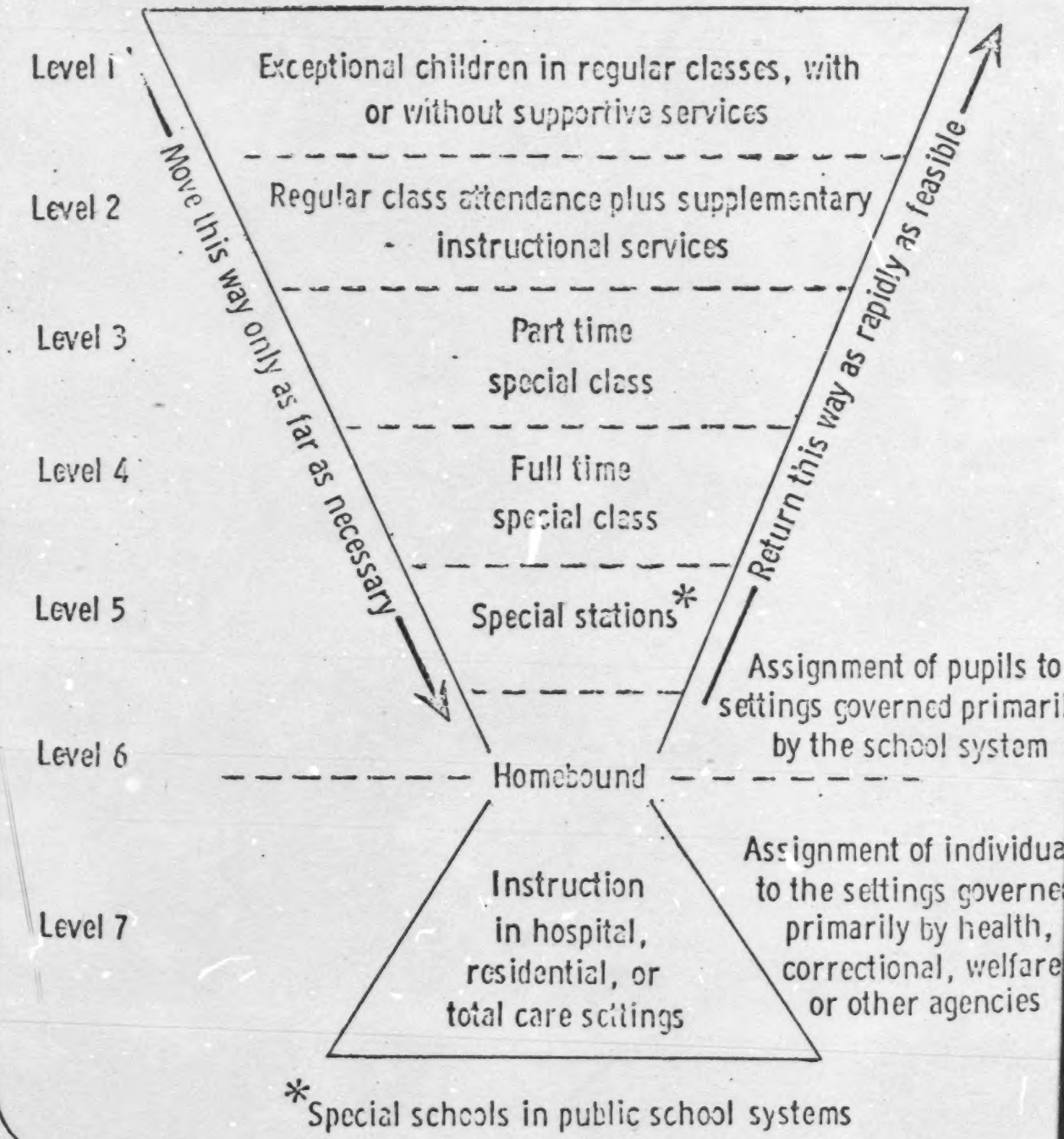
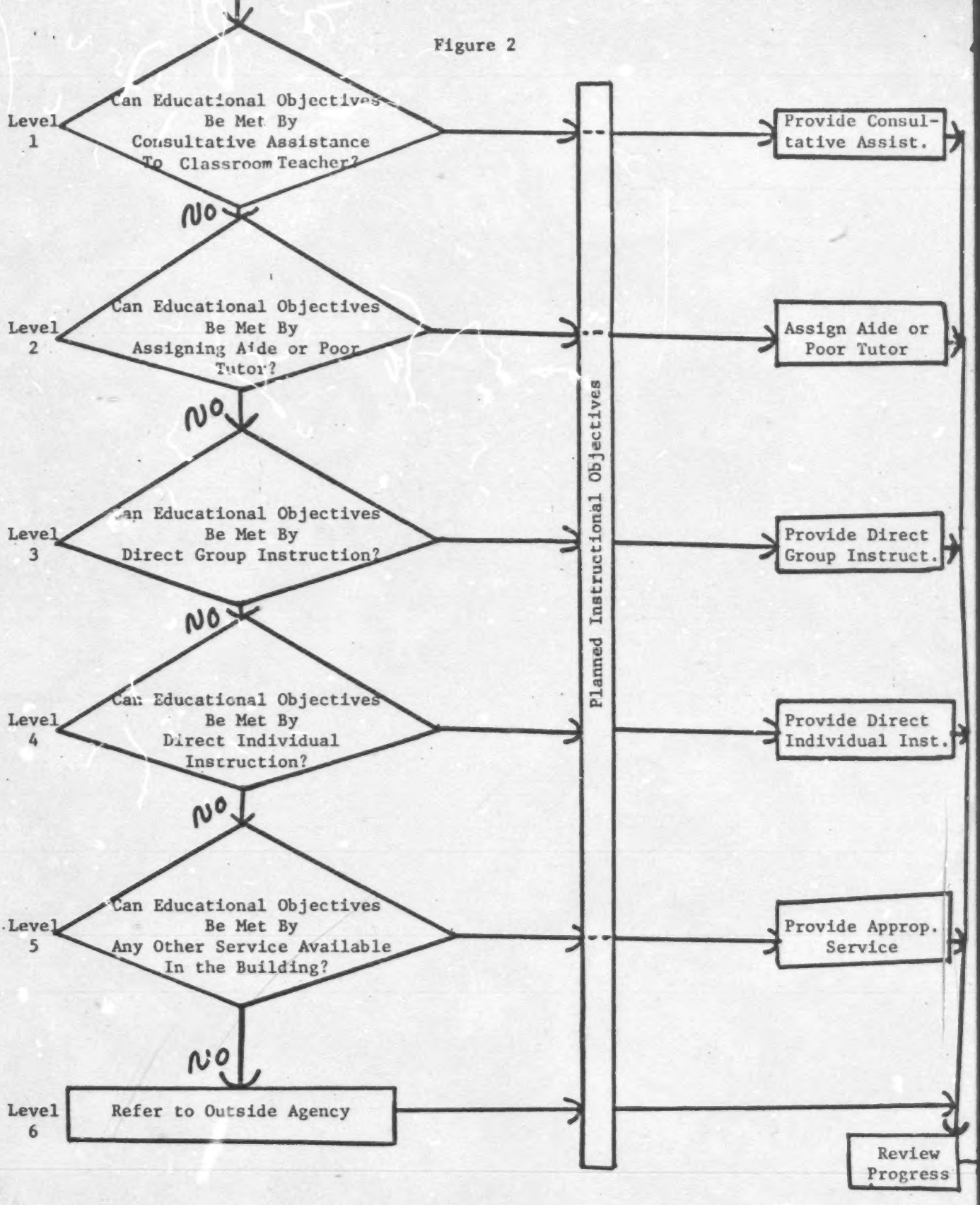

Level 1
Exceptional children in regular classes, with or without supportive services
Level 2
Regular class attendance plus supplementary instructional services
Level 3
Part time special class
Level 4
Full time special class
Level 5
Special stations*
Level 6
Homebound
Level 7
Instruction in hospital, residential, or total care settings
Move this way only as far as necessary
Return this way as rapidly as feasible
Assignment of pupils to settings governed primarily by the school system
Assignment of individuals to the settings governed primarily by health, correctional, welfare or other agencies
*Special schools in public school systems

Figure 2


Level 1
Can Educational Objectives Be Met By Consultative Assistance To Classroom Teacher?
NO
Provide Consultative Assist.
Level 2
Can Educational Objectives Be Met By Assigning Aide or Poor Tutor?
NO
Assign Aide or Poor Tutor
Level 3
Can Educational Objectives Be Met By Direct Group Instruction?
NO
Provide Direct Group Instruct.
Level 4
Can Educational Objectives Be Met By Direct Individual Instruction?
NO
Provide Direct Individual Inst.
Level 5
Can Educational Objectives Be Met By Any Other Service Available In the Building?
NO
Provide Approp. Service
Level 6
Refer to Outside Agency
Planned Instructional Objectives
Review Progress

Method

Total School Resource Model

- Insert Figure 3 About Here -

Each of the out-class tutoring models will be described in detail later. A handout is available explaining each structure (Appendix A).

It is evident from this model that the Special Education Resource Teacher is the key person in coordinating the total available school support services. In order to facilitate communication and teaming efforts, a staffing procedure was developed and implemented as follows:

Suggested Structure for Franklin School Staffings

Purpose of Staffing

1. Total school problems
2. Meeting needs of pupils
   a. behavior
   b. learning
   c. health
   d. social adjustment
   e. emotional needs
   f. peer problems in or out of school
3. Plan unified daily and/or long term school program. If necessary, refer child to outside agencies

   *note: consensus by all participants must be reached for every recommendation.
4. Anyone concerned about a problem may initiate a staffing.

Composition of Staffing Committee

1. Team Leader - principal
2. Recorder - alternate between primary personnel (see #3)

Composition of Staffing Committee (continued)

3. Primary members

   a. teachers involved with child
   b. principal
   c. nurse
   d. social worker
   e. SLBP teacher
   f. psychologist
   g. parent (voluntary attendance only - may request community representative to be present)

4. Secondary members, if involved

   a. community representative (parent advocate)
   b. speech therapist
   c. secretary
   d. aides
   e. custodians

5. To be held in library (neutral spot)

6. Time to be determined and set permanently (perhaps once weekly)

7. The following model was decided upon for implementation:

- Insert Figure 4 About Here -

Procedures

1. Initially, teachers, as a group, develop a master pupil behavioral checklist.

2. Teacher (or concerned person) initiates team staffing by filling out checklist in #2 pencil and giving it to Resource teacher.

3. Resource teacher does educational and perceptual assessment of child based on teacher's checklist, gives a copy of teacher checklist and diagnostic information to nurse principal, social worker, and psychologist. A staffing date is set, listed on school's weekly calendar of events, and each participant should be prepared with relevant information at time of staffing. Social worker visits home, informs parents, and invites them to attend. Psychologist sees child in the interim,

Procedures (continued)

if felt necessary.

4. Staffing is held at appointed time and those unable to attend are to present a written report of relevant information in time to be read by team leader at staffing.

5. Format for each staffing could be as follows:

   a. Team leader requests pertinent specific information from each person present (beginning with initiator).
   b. Discussion
   c. Specific recommendations
   d. Who is specifically responsible for following through on what?

6. A Record of Staffing outline will have been typed on a ditto by the school secretary in advance of the meeting (the recorder will simply enter in the necessary information as the meeting progresses):

- Insert Figure 5 About Here -

7. Each member gets a copy of recorder's report immediately. Recommendations serve as a checklist and the person assigned to a task is responsible for telling recorder when it is accomplished. Recorder then checks it off and when each task is completed the staffing report is filed in principal's file.

Referring back to the total school resource program model (Figure 3), it is apparent that adequately scheduled time is an essential element in enabling the Special Education Resource Teacher to resource the classroom teachers, train and supervise teaching aides, perform diagnostic and prescriptive teaching, organize and participate in staffings and coordinate all special services.

The quality of this particular teacher's skills cannot be underestimated

if the program is to be a success. She or he must be both a master teacher and a sensitive, competent manager. It is feasible, however, with limited staff or funds, to modify this model to meet your school's specific needs.

One-To-One Tutoring Model

- Insert Figure 6 About Here -

This particular model needs little explanation other than the fact that the tutor component can be varied to encompass peer tutors within the classroom, a trained teenaged tutor or aide in the resource room, the classroom teacher, or the Special Education Resource teacher if needed.

3-1 Rotating Learning Stations Model

- Insert Figure 7 About Here -

In this teacher-directed small group model, there are three trained aides at each station and approximately nine children, in a ratio of 3:1. The children spend 15 minutes at each station and then rotate to the next two stations, in a predetermined order. Even though there are three children at a station during each 15 minute segment, all instruction and materials are individually prescribed by the Special Education Resource teacher. For example, at the spelling table, each child would be dictated his own words, at the oral reading table each child selected his own reading series and was placed at the appropriate level.

This model has been used with a highly structured behavior management system where three chips were earned at each table for coming on time, not bothering others, and attempting to do the work. These chips were then turned in for 10 minutes of activity time at the end of the period.

The children were referred for both severe learning and behavior problems by their regular classroom teachers. About mid-year, they were functioning well enough that the chip system was slowly eliminated, without their awareness, and positive work behavior continued to be maintained.

This particular model has also been used very effectively as a summer practicum triadic team model for the training of Special Education Resource teachers, which is a topic for presentation at this year's Council on Exceptional Children conference in Los Angeles, California.

3:1 Open Skills Scheduling Model

- Insert Figure 8 About Here -

In this child-directed small group model, each child enters the room, picks up his folder and fills out his individual schedule for the period to follow. The schedule looks like this:

- Insert Figure 9 About Here -

All available commercial or teacher made individualized materials, which can be worked on by a child in a semi-independent manner, are listed on the schedule as possible choices. The time for reading instruction, however, is fixed for each child, to ensure that the teacher gives individual attention to each child, each day on prescribed reading objectives or oral reading. Figure 8 shows that each child has "reading with teacher" scheduled in a different position in the order in which they will complete their work for the day. For example, child A will read with the teacher first, and then will go on to a second task of her choice, to be followed by a third task of her choice. Child B, however,

will be starting on a first task of his choice, while A is with the teacher, and will be reading with the teacher second. Child C, in turn, will be scheduled to read with the teacher last.

This particular small group model was found to be most efficiently scheduled during the first time blocks in the morning. This was because late arrivals at school and the breakfast program confusion made it impossible to start a total group at a specific time. This child-directed, semi-independent model allowed for accommodation to variable student entrances into the resource room.

High Intensity Learning System Model

- Insert Figure 10 About Here -

This is a highly individualized and independent learning model which permits one teacher to manage 20 or more students per class hour. The system was developed by Dr. S. Alan Cohen at the University of Nebraska, implemented for nine years in the Omaha Public Schools, and is available for purchase from Random House, Inc. The HILS center is stocked with a collection of the best reading materials currently available. Most of the materials are self-directing and self-correcting, and are carefully sequenced so that the student can advance independently.

When a student first comes to the Reading Center, he takes an individual module of Instructional Objective Tests (I-O Tests) designed to help the teacher determine his reading needs. These tests are keyed to an "I-O Catalogue" - a catalogue of reading behaviors corresponding to these tests. Using the I-O catalogue as a reference source, the teacher prescribes the appropriate reading activities for the student. As the

student masters the prescribed I-O, he takes a new I-O test and receives new prescriptions.

The foregoing tutoring models have been successfully implemented, over a 4-year period, at one elementary school. They are representative of the kinds of individualized structures which can be developed to deliver supportive resource room services, to a child in need, at levels 2, 3 and 4 of the previously presented differential intervention model (Figure 2). Video-tapes are available of children working in each of these models.

Figure Captions

Figure 3 - Total Resource Model

Figure 4 - Staffing Model

Figure 5 - Recording Form for Staffings

Figure 6 - One-To-One Tutoring Model

Figure 7 - 3:1 Rotating Learning Stations Model

Figure 8 - 3:1 Open Skills Scheduling Model

Figure 9 - Open Skills Schedule Form

Figure 10 High Intensity Learning System Model

Figure 3

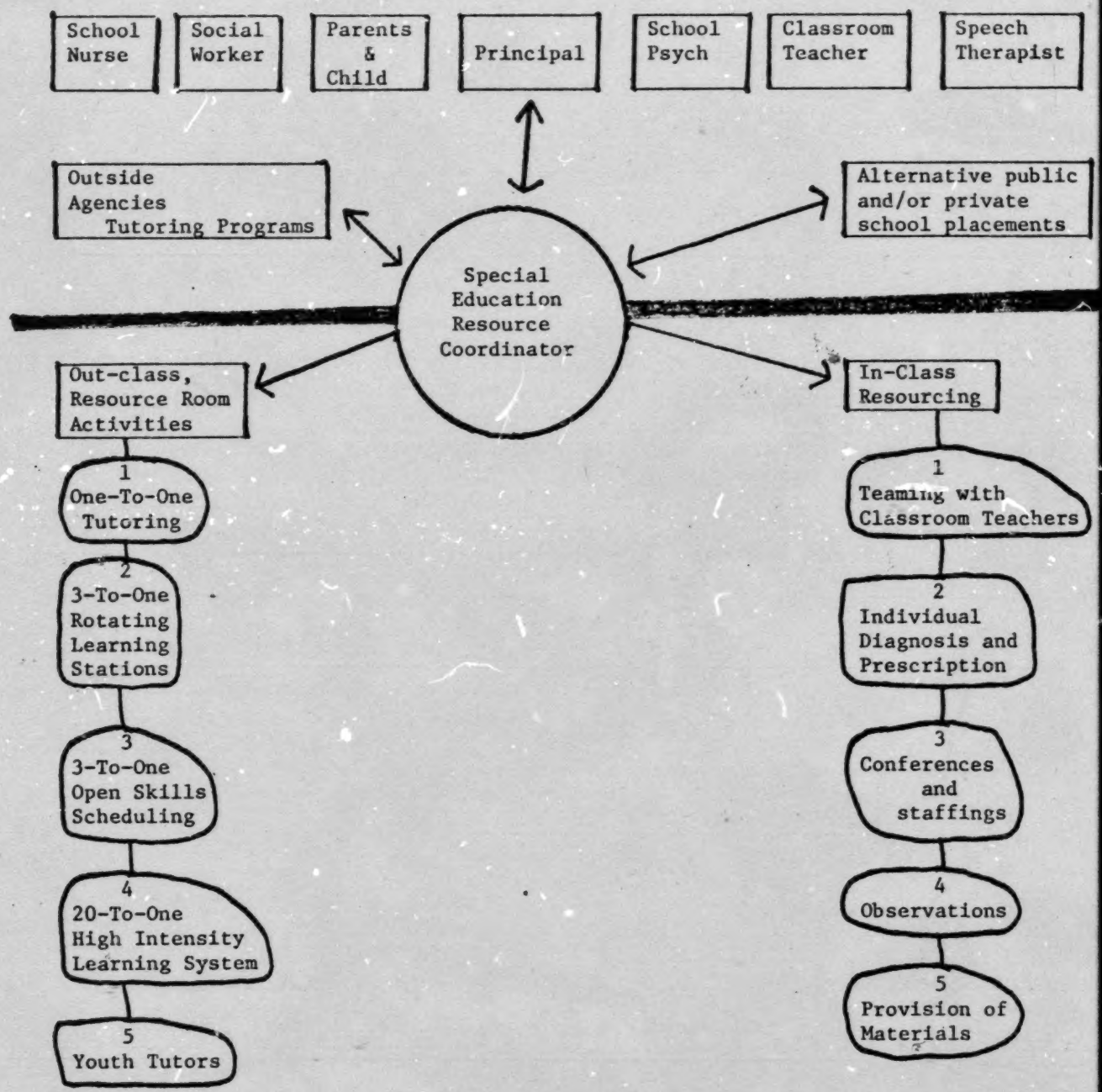

School Nurse
Social Worker
Parents & Child
Principal
School Psych
Classroom Teacher
Speech Therapist
Outside Agencies Tutoring Programs
Alternative public and/or private school placements
Special Education Resource Coordinator
Out-class, Resource Room Activities
In-Class Resourcing
1 One-To-One Tutoring
2 3-To-One Rotating Learning Stations
3 3-To-One Open Skills Scheduling
4 20-To-One High Intensity Learning System
5 Youth Tutors
1 Teaming with Classroom Teachers
2 Individual Diagnosis and Prescription
3 Conferences and staffings
4 Observations
5 Provision of Materials

Figure 4

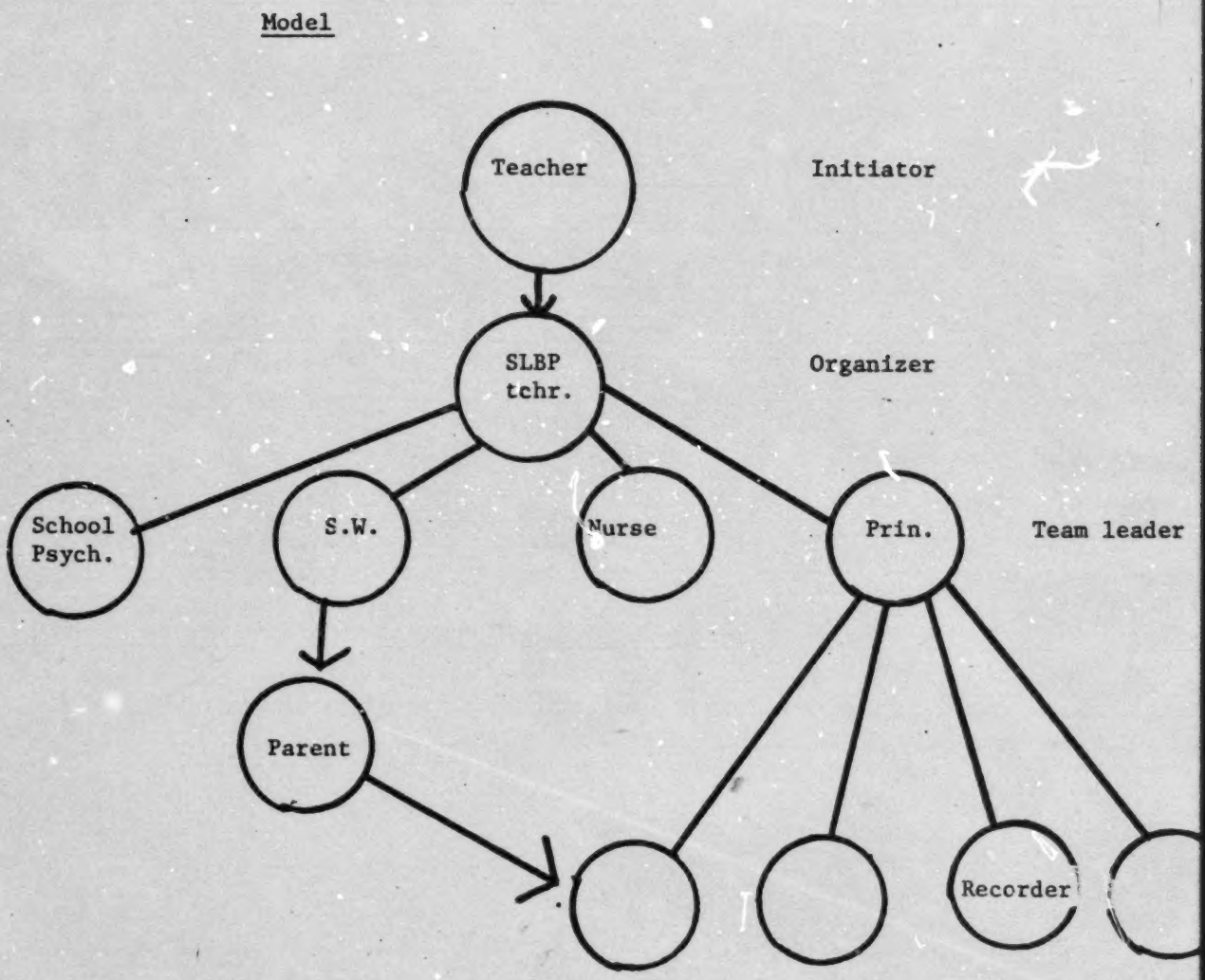

Model
Teacher
Initiator
SLBP tchr.
Organizer
School Psych.
S.W.
Nurse
Prin.
Team leader
Parent
Recorder

Figure 5

RECORD OF STAFFING

Child: Grade: Age:

Staff Present: Date:

Recorder:

1.
2.
3.
4.
5.
6.

Presenting Problem:

Recommendations	Person Responsible

Figure 6

One-To-One Tutoring Model

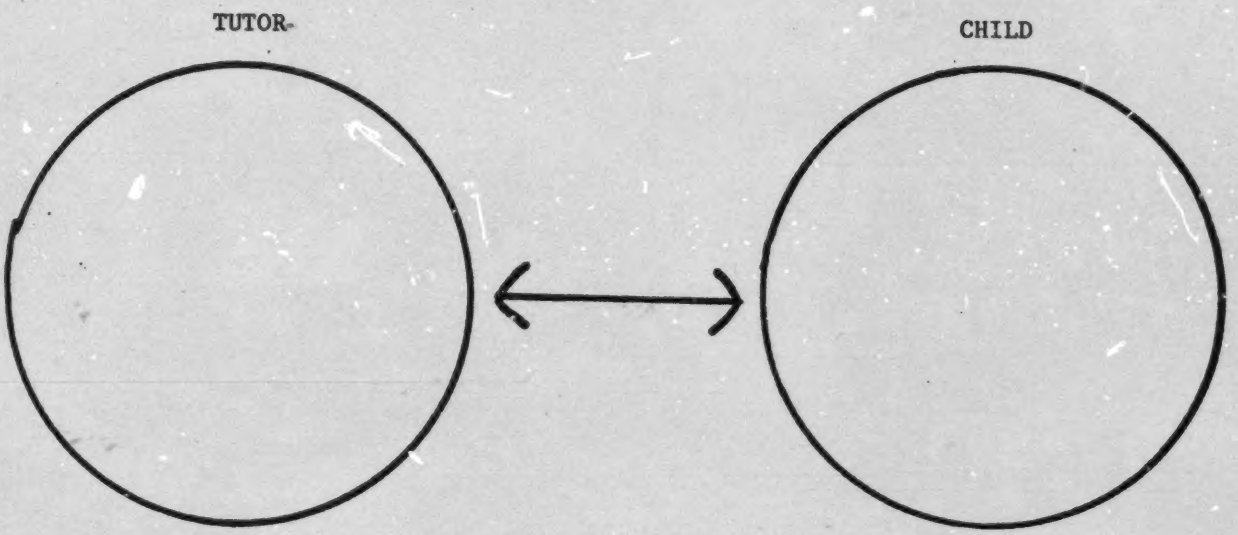


Figure 7

3-1 Rotating Learning Stations Model

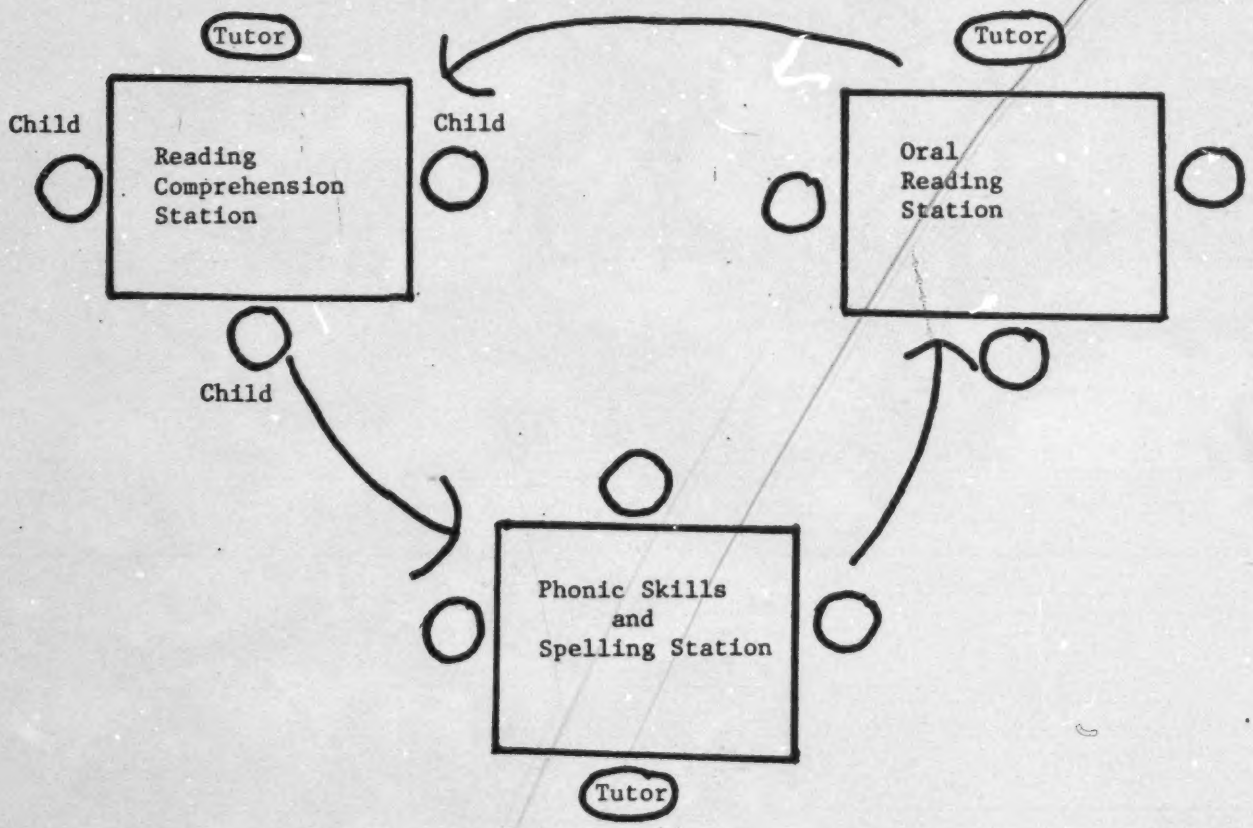


Figure 8

3:1 Open Skills Scheduling Model

1=read with teacher
2=schedule an independent learning choice

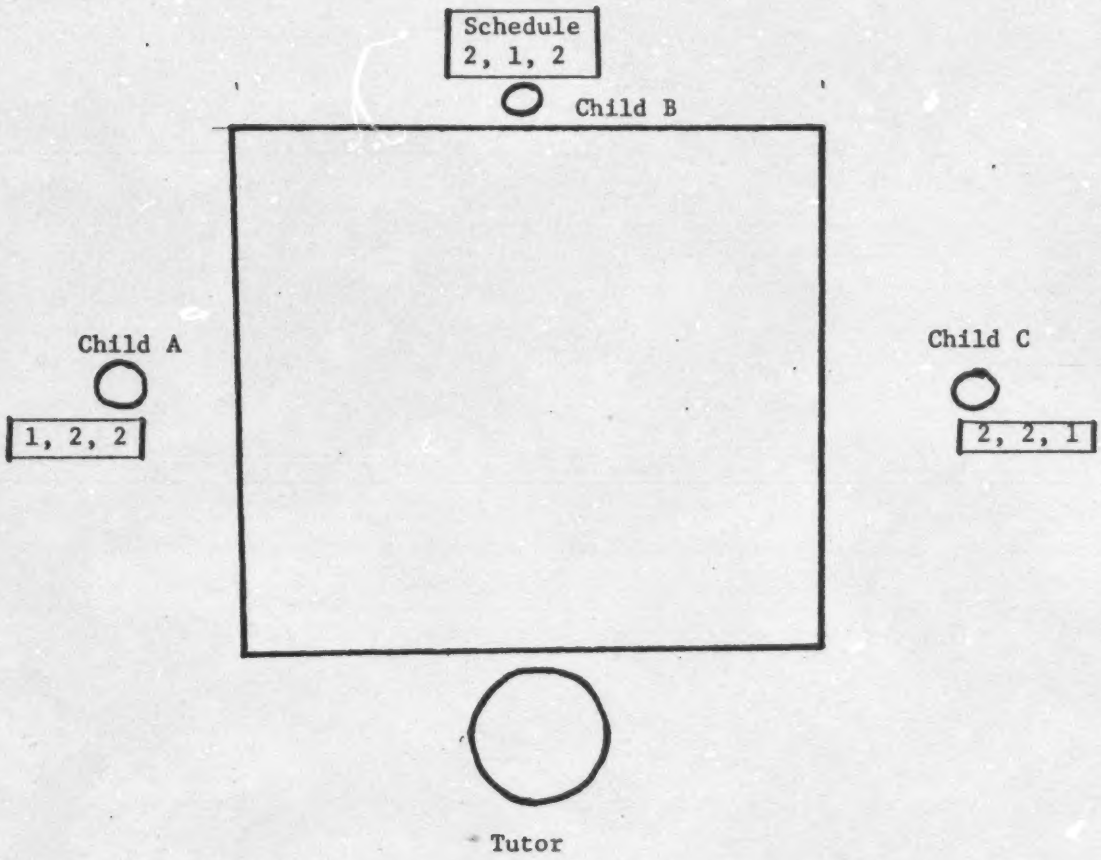


Figure 9

Language

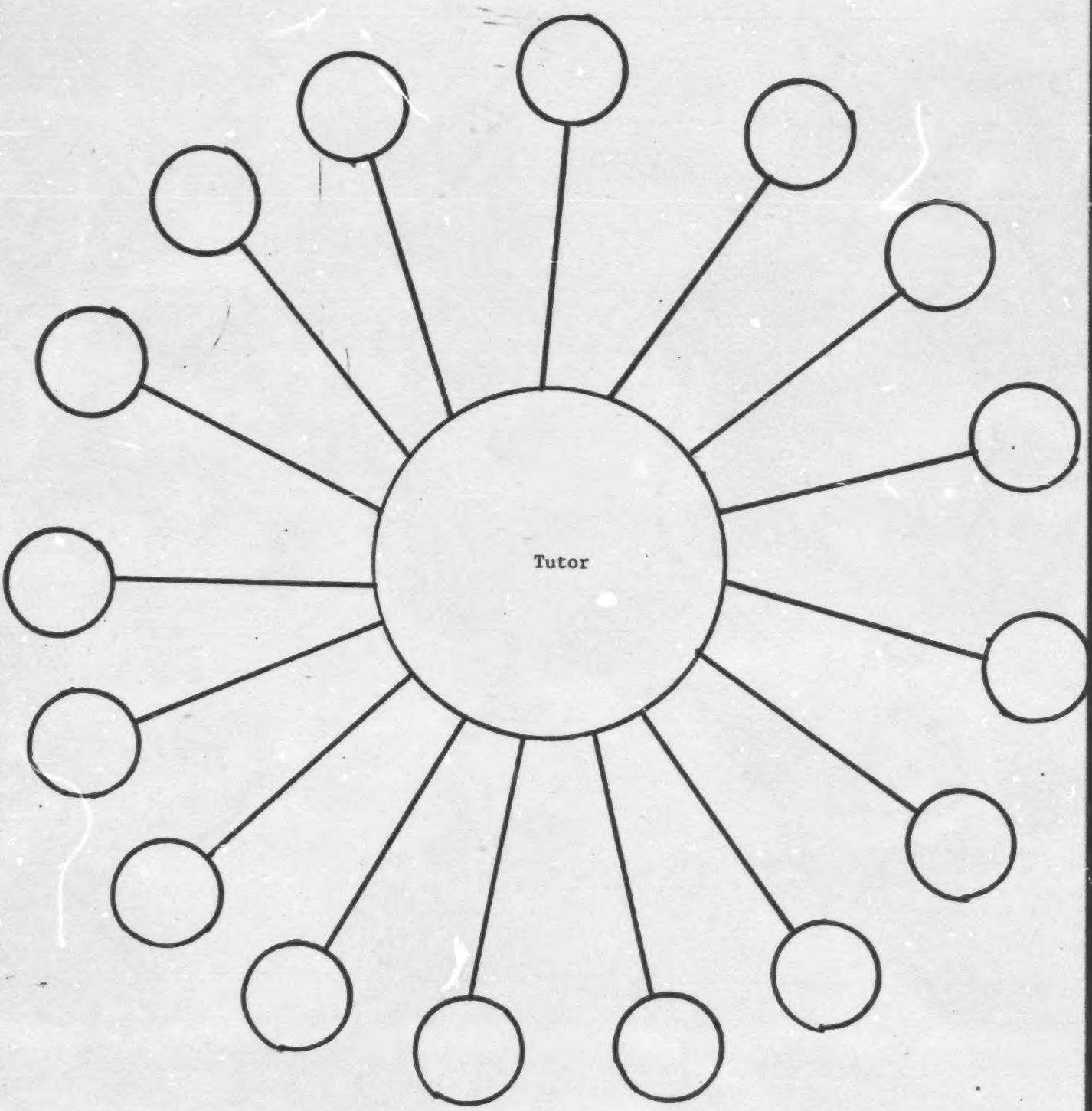
Day	* reading series	word wheels word builders letter blocks	listening tapes and records	Durrell Phonics cards	* words lang. master or blackboard	film loop	talking alphabet	word puzzle book

Figure 9

Language							Math			
d wheels d builders ter blocks	listening tapes and records	Durrell Phonics cards	* words lang. master or blackboard	film loop	talking alphabet	word puzzle book	indi-vidual math	math tapes	tutor-gram	tangra
25								26		

Figure 10

High Intensity Learning System Model



Results

In order to insure that the varied models presented were educationally sound alternatives, three different types of evaluative studies were performed.

The first was a two year study involving the training of L.D. high school students to tutor elementary pupils. The results of these teenaged tutors were compared with those of adult aides. No significant difference was found between the reading and spelling score gains of the elementary children in the two groups. This study was presented in detail at last year's IFLD conference in Amsterdam and can be found in the Proceedings Journal for further reference.

In addition, a study performed last year (1973-74) compared the results of normative reading score gains and specific criterion referenced reading objectives gains of children placed in either a one-to-one tutoring model or the 3:1 rotating learning stations model. From a sample of 24 children, who were matched by grade level (4, 5 and 6) and reading pre-test scores on the Jastak Wide Range Achievement Test, 18 were randomly assigned to the 3:1 small group learning stations instructional model and 6 were placed in the 1:1 tutoring model, through a blocking procedure. The same instructional aids were used in both treatments and curriculum was individually prescribed according to the child's needs.

- Insert Figure 11 About Here -

Achievement was evaluated on pre and post test gain scores on the Reading subtest of the Jastak WRAT and the number of mastered reading objectives taken from a pool of 10 pre-determined objectives per grade

level (Appendix A).

The results indicate identical achievement across treatment groups in both reading grade level gains and mastery of specific reading objectives.

- Insert Figure 12 About Here -

A third evaluation was undertaken last year to determine the effectiveness of the entire Resource program on those children referred for tutoring help outside of the regular classroom. Pre and post testing of the 56 children who were placed in one of the tutoring models for seven months of instruction, indicated a mean reading gain of eight months, mean spelling gain of ten months and a mean math gain of eight months, on the Jastak WRAT. In addition, 53 of the 56 children mastered between 80 and 100% of the ten reading objectives assigned to his/her grade level.

Figure Captions

Figure 11 - Treatment groups model for 1:1 and 3:1 tutoring research study.

Figure 12 - Gain score results across treatments

Figure 11

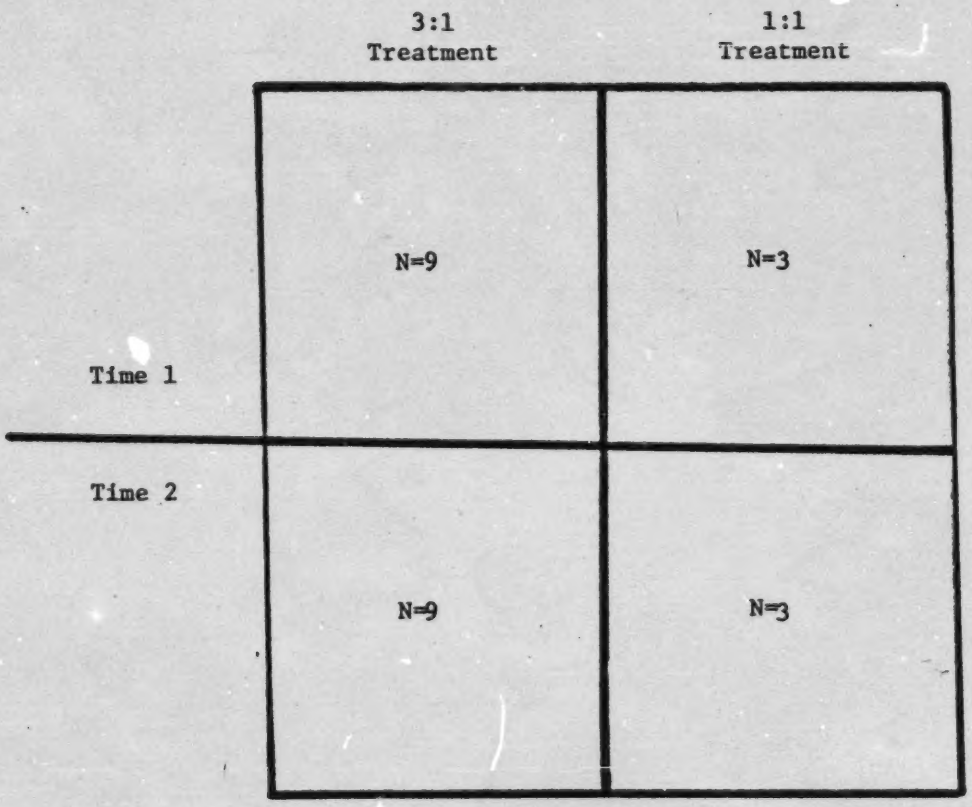


Figure 12

Treatment	N	Mean mos. rg. gain/ 7 mos. instruction	Mean # of rg. objectives mastered
3:1	18	.9	3.4
1:1	9	.9	3.4

Discussion

Evaluation done on the previously described tutoring structures appears to indicate that each model can be educationally justified in terms of gain scores. However, I would like to discuss the results rather in terms of several other child and programmatic considerations. These considerations are: 1) time available relative to the number of children in need of service; 2) structuring tutoring situations for optimal independence of learning; 3) the need for alternative placements for children with specific or severe learning and/or behavior problems; and 4) offering possibilities for a child's ultimate self-selection of the supportive model he desires.

To expand on the first consideration, the results obtained which indicate that there was no difference in the mean gain scores for the 1:1 versus 3:1 tutoring models become significant when viewed in terms of instructional time allocated to each treatment. For 18 children to receive comparable instructional gains in the 1:1 situation, three times the amount of time would have to be allotted as would be needed in the 3:1 situation. This result, then, has implications for efficient utilization of resources for reaching larger numbers of children.

The second consideration, that of structuring for optimal learner independence, can be best delineated by placing each model into the following hierarchy, ordered from most dependent to least dependent.

- Insert Figure 13 About Here -

If our educational goal is to develop motivated, independent, competent learners, then we should be moving children upward within this

A→B→C→D→E paradigm as rapidly as is feasible. However, instead of the teacher deciding who should go where and receive what treatment, I choose to believe that children will aspire to the highest level of independence within which they will be able to achieve growth; that is, if we enable them to be motivated by success rather than avoidance of failure. Not only might they accurately self-select the level at which they will optimally perform, but they might also be able to decide when they should move upward or downward - as long as the teacher does not superimpose unnecessary and destructive value judgments upon placement, and given that the child is aware of his options. (This awareness might be facilitated through the viewing of video tapes of children working within the various tutoring structures or a brief trial session within each). Further research will need to be done in this area.

Although the tutoring and resource models presented in this paper have proven effective during four years of implementation and evaluation in an inner-city setting, they could be of value in almost any school setting (rural, suburban, public, private, or special) and could be modified, through teacher creativity, to suit the needs of almost any type of instructional program within a school. Hopefully, they may provide not only fresh approaches to current tutoring programs, but will also serve as a catalyst for the development of totally different approaches. In education, we are only just beginning to develop varied, effective delivery systems to be used as instructional vehicles for any curriculum.

The instructional models which have been presented are meant to take us a step further than the scientific "what" and "how" to teach stage

in an attempt to deal with the important affective and motivational sides of learning. Each model is couched in the following principles of learning which have been found through research to best motivate children to want to learn:

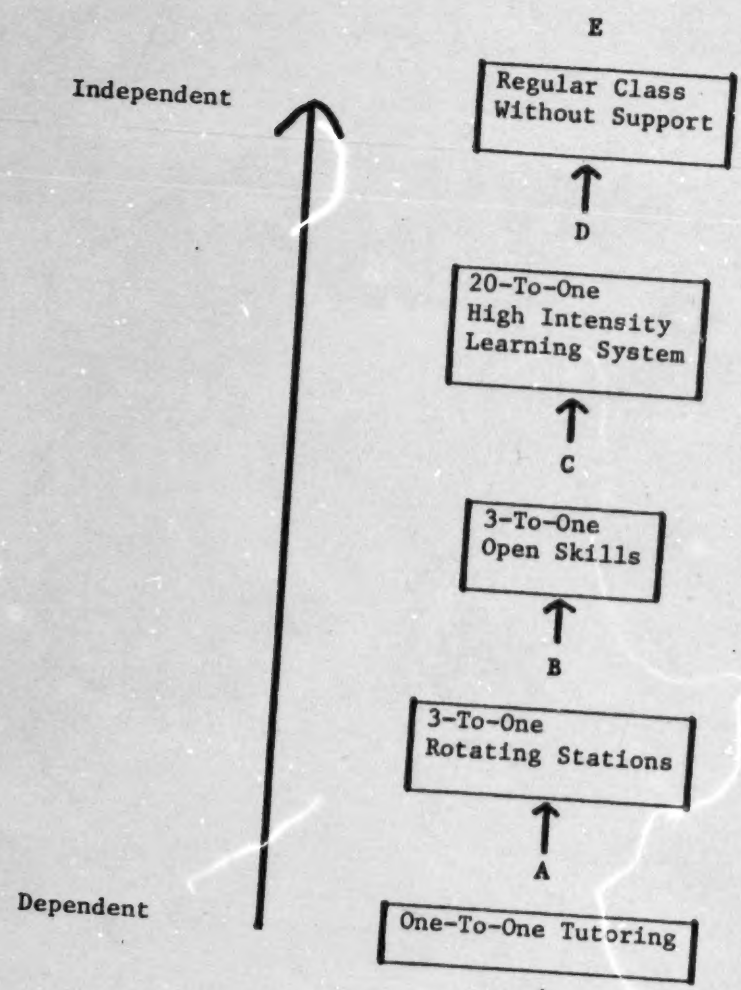
1. All instruction is individualized, even within small groups
2. Children are involved in tasks at a high level of intensity (much time-on-task)
3. All children are placed in materials where they can experience success
4. Feedback to the child is immediate
5. Progress is shown to the children in plateaus

Perhaps the one major common denominator, however, between each of the delivery models developed is the overriding emphasis placed upon the positive, affective domain of the children involved. At all times, and in all tutoring structures the following premise is stressed: Feeling confident about your abilities, liking yourself and feeling important are essential to the development of a child's (and for that matter, anyone's) learning power. If the supportive programs we develop for children cannot accomplish this then they cannot be justified and should not be continued.

Figure Captions

Figure 13 - Hierarchical model of relative learner independence within tutorial models

Figure 13


E
Independent
Regular Class
Without Support
D
20-To-One
High Intensity
Learning System
C
3-To-One
Open Skills
B
3-To-One
Rotating Stations
A
Dependent
One-To-One Tutoring

Appendix A

1. Handout describing Total Resource Program.

2. Sample list of 10 reading objectives per grade level.

RATIONALE

Considering that one of the most consistent attributes of children may be their inconsistency, meeting their individual needs necessitates school programs which embody an aclectic grab bag of philosophy, theory, technique, method, and instructional model; coupled with sensitive and creative teaching. This may be especially true in economically disadvantaged areas, where large numbers of children display serious educational discrepancies.

Programs of this type, however, require money careful structuring, on-going maintenance, qualified personnel, and evaluation. St. Paul's Title I Compensatory Education Program has attempted to incorporate these concepts into an integrated, yet diversified program stressing varied modes of supplementary tutorial support of classroom skills for those children designated by teachers as being in need.

INSTRUCTIONAL MODES

1. LEARNING STATIONS:

   - Groups of 9 or 10 children rotate between each of 3 teaching stations. The stations are directed by one teacher, with the assistance of 2 aides. This approach enables the teacher to supervise instruction at each station and have daily teaching contact with each child within the total large group.
   - Pupil-teacher ratio = 3 to 1.

2. CHILD-SELECTED SKILLS SCHEDULING:

   - Children fill out daily, individual schedules, selecting and rank ordering the reading and math activities they will accomplish that day. Provides good transition between teacher directed tutoring and return to classroom.
   - Pupil-teacher ratio = 4 to 1.

3. ONE-TO-ONE TUTORING:

   - A trained and closely supervised aide provides intensive, individualized tutoring for more severely educationally handicapped children.

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3. ONE-TO-ONE TUTORING:
   - A trained and closely supervised aide provides intensive, individualized tutoring for more severely educationally handicapped children.
4. YOUTH TUTORING YOUTH:
   - Older children are trained to tutor younger children.
5. CLASSROOM RESOURCING:
   - A Title I teacher provides consultation, materials, and techniques for the classroom teachers.
6. BASIC LEARNING CENTER:
   - Children are trained to work independently on individually determined objectives which are cross-referenced to instructional materials prescriptions.
7. KINDERGARTEN & 1ST GRADE SPECIALISTS:
   - Title I teachers are specifically designated to work primarily with those kindergarten and 1st grade children in greatest need, for earliest possible intervention.

TYPICAL STAFF AT TARGET SCHOOLS

1. Certified Title I Teachers:
   a. Remedial Reading/Math Teachers
   b. 1st Grade Title I Teacher
   c. Kindergarten Title I Teacher
   d. Basic Learning Center Teacher
2. Adult Community Aides:
   (Aide-teacher ratio = 3 to 1)
3. Older Children Trained as Volunteer Tutors.

Third Grade Title I Reading Objectives

1. The student will demonstrate the ability to recognize like positions of like consonants by arranging into groups the words that have the same final consonants and the words that have the same initial consonants.
2. The student will demonstrate the ability to select from a list of words the word which begins with the same initial consonant that he heard in an exemplary word.
3. The student will demonstrate the ability to hear a final consonant sound and identify the letter symbol for that sound by choosing the correct letter from a choice of four.
4. The student will demonstrate his ability to indicate the consonant digraph beginnings of words by choosing the correct picture of an object that has a name beginning with 'ch', 'sh', 'th', or'wh', as the teacher designates each digraph.
5. The student will be able to substitute given initial-consonant sounds in real and nonsense words that are given both in writing and orally and which follow the pattern CVC.
6. The student will demonstrate knowledge of the pre-primer and primer level words in the Dolch Basic Sight Vocabulary List by saying a given word after three seconds of exposure.
7. The students will be able to identify the two words in given compound words.
8. The student will demonstrate an understanding of the main idea of the story (presented in writing or orally) by writing or selecting a title or by briefly stating the main idea.
9. The student will demonstrate an understanding of the use of spoken context clues to anticipate a single-word response by choosing the picture that correctly completes an orally-presented sentence.
10. The student will be able to arrange or write the letters of the alphabet in order.